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## ON THE CORRELATION OF ENGLISH POEMS WITH HISTORY

Many English teachers in small high schools are compelled to teach both English and history. We all know that it is fine to study "Julius Caesar" in the English class when the students are studying Rome in the history class and translating Caesar in the Latin class. We also know that Burke's "Speech on Conciliation" gives flavor to the facts in American history. Few of us realize, however, how many poems can be correlated in this way. Boys and girls will never forget Henry I if they know him through Rossetti's "The White Ship" as the king "who never smiled again."

It may seem a little out of one's way to read much about James I of Scotland who, when a boy, was captured on his way to France and taken to England in those stormy times of Lancaster and York, but the deviation may be worth while, so the children may read Rossetti's "The King's Tragedy," and feel the shudders which Kate Barlass' brave and horrible act will cause. The poem will make many things in that difficult period more real to the class. The pupils also may read with profit Longfellow's "Emma and Eigenhard" from *The Tales of the Wayside Inn* when they are studying Charlemagne and "Torquemada" when they are learning of the horrors of the Inquisition.

Later, when the study of the conquest of India is reached, many poems of Kipling will help to show the worth of India to England.

For correlation with American history a teacher can use many poems, from "Paul Revere" and "Barbara Frietchie" to Walt Whitman's "O Captain! my Captain!"

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